**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Performance Task 1**  **Read Informational Texts with Different Structures** | | |
| * **Essential Question(s):**   **How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **5th Grade Social Studies Book – pgs. 63 - 64**  **Northern Explorers Packet**  **Books about Explorers from Media Center**  **Elmo**  **TV/Computer/flash drive/power point**  **Chart Paper**  **Markers**  **Sticky Notes**  **Chart with Signal Words used in comparison writing.**  **Comparison Graphic Organizer Chart** | | | | **Lesson Vocabulary**  colonial – dating from or in a style typical of British North America in the late 17th to the early 19th century.  colony – a country or area that is ruled by another county.  artisan – somebody who is skilled at a craft  indenture – a contract committing an apprentice or servant to serve a master or employer for a specific period of time.  Region – an area with many of the same features.  Environment – surroundings in which people, plants, and animals live.  Climate – weather.  Inlet – an area of water that reaches into the land from larger body of water.  Tundra – cold and dry region  Civilization – a group of people with ways of live, religion, and learning.  Tepees – tent-like homes  Adapt – adjust  Igloos – homes made of ice.  **Unit Vocabulary**  **genre -** any category of [literature](http://en.wikipedia.org/wiki/Literature) or other forms of art or culture  **informational text -** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics  **organization -** the way ideas are put together  **purpose -** the reason for which something is done (In reading, ask yourself, “What do I want to find out?”)  **summarize -** to tell the main ideas, events, or facts in your own words. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards: RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, descriptive) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):** I can recognize and use the comparison text structure to help me understand what I read.  **Instructional Plan:**  **Build Background:**  I will build the student’s background knowledge about the life of an explorer by having them view a video clip at the following links:  <http://player.discoveryeducation.com/index.cfm?guidAssetId=ED1ABE85-1178-4033-8AC3-4C4C63E9022A&blnFromSearch=1&productcode=US>  I will also show a power point on how knowing text structure can help the reader better comprehend informational text. The power point will give a description of each of the following text structures: description, sequence/chronology, cause/effect, comparison and problem/solution  Before Reading: I will give a brief to get the gist statement sharing the reading passage*, Discovering American and Its Early People* is going to tell us why it was so important that America was discovered.  I will introduce the lesson vocabulary words listed above.  Below is link to a worksheet that students can use to compare/contrast themselves to a friend or family member.  <http://www.classroomzoom.com/lessons/dl/?id=39>  **Modeled (I Do, You Watch):**  Using an Elmo, I will model reading pages 18-19 in the Social Studies *Discovering America and Its Early People* level reader. I will reread to do a close reading. While reading, I will “think aloud” modeling what words, phrases or text features in the text helped me know I was reading comparison text I will also share thoughts about how this helps me comprehend what I am reading.  **Shared (We Do Together):**  The students and I will read pages 20-21 in *Discovering America and Its Early People* level reader*.* We will reread for close reading and think aloud together about what we are noticing about the text that makes this a comparison text.  **Guided Practice ( You Do, I Help):**  The students will read pages 14-17 in *Discovering America and Its Early People.* The students will reread for close reading and use sticky notes to mark text that helped identify the text structure. When complete, the student and their shoulder buddy will discuss the structure of the text, text they marked with sticky notes and any signal words they may have noticed that identified the text structure and how knowing the structure helped them understand what they read.  **Independent Practice (You Do):**  Students will read pages 2-9 in *Discovering American and Its Early People* and a second time for close reading. Students will use sticky notes to mark text that helped identify the structure of the text. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can gather relevant information from print and digital sources.  I can use my notes to summarize information  **Instructional Plan:**  Modeled: I will model completing the comparison graphic organizer (venn diagram or double bubble map) using the text from *Discovering America and Its Early People*. I will model writing a comparison paragraph using this information.  Independent: Students will choose one of the subtitles they read about independently, complete the comparison graphic organizer and write a comparison paragraph.  See below for rubric for scoring comparison paragraphs. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*  **I Can Statement(s):**  I can learn words that help me identify the structure of text.  I can learn words that help me understand what it was like exploring America.  **Instructional Plan:**  **Modeled:** I will model for students how I want them to record words in their vocabulary journals using one section of the journal for unit vocabulary words and one for content specific words.  **Shared:** We will tab pages in our journal for recording unit vocabulary and for recording lesson vocabulary words.  **Independent:** Students will record words and their meanings in the specified places in their word study journals. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.5.1.**-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can effectively share what I have learned with my learning partner.  **Instructional Plan:**  Students will share with their shoulder partner text they have marked upon completing their independent reading.  Students will also share their comparison graphic organizers and their comparison paragraphs with their shoulder partner. | | | | |
| **Closing/Summarizing Strategy** | **Instructional Plan:**  I will introduce anchor charts and explain how they can help us have a reference to things we are studying. I will share that while we are studying text structures, there are four criteria we could use to construct an anchor chart for each structure: pattern (i.e. descriptive), description of structure, signal or cue words found in text that identify the structure and a graphic organizer that would help students understand text written in this structure.  Students will construct anchor charts for comparison text using these criteria.  Use this link as a resource for creating anchor charts.  <http://www.faribault.k12.mn.us/documents/Compare%20Chart.pdf>  Use the link below to access the rubric to be used to assess anchor charts.  <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2207071&> | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will read the passage, Christopher Columbus, and compare/contrast his four voyages. | | Students who need help will meet in small groups with the teacher to complete their graphic organizers and comparison paragraph. | | | Video clips showing life in colonial days will be viewed to help build prior knowledge.  Pictures will be shown with new vocabulary words as they are introduced. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Graphic organizers, comparison paragraphs and anchor charts will be products used for assessing student understanding. Rubrics will be used to determine the quality of work on paragraphs and anchor charts. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

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| |  | | --- | | **Paragraph Writing/ Discovering America Comparison** | |

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| CATEGORY | **10 9** | **8 7** | **6 5** | **4 3** | **2 1** | **Total** |
| **Graphic Organizer** | Student recorded all information in the graphic organizer completely. Evidence of more than sufficient detail. | Student recorded sufficient detail on the graphic organizer, but there was a minimum number of correct facts in the essay | Student recorded a minimum number of facts graphic organizer. Lack of detail. Facts may be incorrect or in the wrong category. | Student did not record a sufficient number of facts. Facts may be incorrect or in the wrong category. | Student didn't turn in the graphic organizer, or information was missing or incorrect. |  |
| **Rough Draft** | Information was well-organized in 5 sentences. Varied structure. Main ideas had excellent supporting details. Good word usage. No errors in content | Information was mostly well organized. 5 sentences. Fair description with good supporting detail. Some errors in content | Information was somewhat organized. Description was lacking supporting details. Fewer than 5 sentences. Several errors in content. | Lack of organization. Fewer than 5 sentences. Not enough detail. Many errors in content. Evidence of some plaigerism. | Writing was disorganized and not logical. Student copied directly from the graphic organizer. Rough draft was not turned in. Most information was plaigerized. |  |
| **Sentence Structure** | Sentences were complete. Varied structure. No run on sentences or fragments Good subject verb agreement. Paragraph has at least 5 sentences. | Sentences were complete. Varied structure. 1-2 run on sentences or fragments. 5 sentences. Some errors in verb agreement. | Sentences were complete, but short and choppy. 2-3 run on sentences or fragments. Fewer than 5 sentences. | Sentences were mostly complete. Some fragments or run on sentences Fewer than5 sentences | Sentences were short or choppy. Fewer than 5 sentences. |  |
| **Conventions and Final Draft** | Good subject/verb agreement. Student self-edited for problems with word usage spelling, capitalization and punctuation. Fewer than 5 minor errors. | 6-7 minor errors. Paragraph was readable. Evidence of thought in the editing process. Student consulted with teacher or another student. | Student did not try to self edit or peer edit. Errors in conventions. Paragraph was readable. | More than 7 errors. Rough draft could be understood despite errors. | Student submitted an unreadable paragraph. No attention to mechanics. |  |



Image of Christopher Columbus by Sebastiano del Piombo

*Library of Congress - LC-USZ62-10398*

**Background to Christopher Columbus' Expeditions:**

After Christopher Columbus read *The Travels of Marco Polo*, he felt that he could reach the West Indies by traveling west across the ocean instead of heading east over land. He first approached the Portuguese who felt, correctly, that his calculations to reach Asia by traveling west were inaccurate. He also approached other nations but Queen Isabella and King Ferdinand of Spain finally agreed to give him three ships along with many rewards if he discovered new islands or mainlands.

**First Voyage - Columbus Lands in the Bahamas:**

1492 - Columbus left Spain on August 3 with three ships: the Pinta, the Niña, and the Santa Maria. He stopped at the Canary Islands and then took five weeks to travel across the Atlantic Ocean before reaching an island in the Bahamas which he called San Salvador. He explored Cuba and Hispaniola. On each of these islands he met peaceful groups of indigenous people, particularly the Taíno, who he called Indians. He then returned to Spain with not only examples of gold that he had found and descriptions of the lush landscape but also natives that had been forced to make the return voyage.

**Second Voyage - Christopher Columbus and Genocide:**

On his second voyage in 1493, Columbus arrived in the Lesser Antilles with 17 ships and 1,200 men. He visited numerous islands before landing at Puerto Rico. He then traveled back to Hispaniola to meet up with the men he had left there. However, he found the fort in ruins. He and his men killed or enslaved many of the Taíno Indians found in Hispaniola causing the deaths of as many as 125,000 of the Taíno. Over time, the Taíno Indians died from harsh treatment and disease to the point where only a few were left a hundred years later.

**Third and Fourth Voyages:**

In 1498, Columbus made his third voyage to the New World. He continued to explore the region, including parts of South America's mainland. When he returned to Hispaniola he found problems with the settlers. His treatment of the Spaniards and native population was so bad that when he returned to Spain he was arrested. Columbus was later released and sent on one final voyage in 1502. His goal was to find a passage to the Indian Ocean. He spent some time exploring Central America before returning to Hispaniola. He lost his ships in storms and was stranded on Jamaica until ships arrived to take him back to Spain.

**Columbus' Death:**

Christopher Columbus did not return to the Americas after this date. He died in Spain in 1506. His body was moved numerous times after his death: first to Hispaniola, then to Cuba, then finally back to Spain.

**The Significance of Christopher Columbus:**

Columbus was not the first to 'discover' or even 'explore' the Americas. However, he was the first to create extended interest in the Americas and make it a centerpiece of colonization efforts by first the Spanish and then the French and the [English](http://americanhistory.about.com/od/colonialamerica/a/colamoverview.htm). His treatment of the Taíno was increasingly horrendous and resulted in the destruction of an entire society and the near devastation of the entire population through either disease or violence.